

**Arizona State Board of Education  
Information Packet  
Arizona LEARNS 2003  
June 30, 2003**

On June 30, 2003, the Arizona Department of Education will present to the Arizona State Board of Education (Board) proposed modifications to the Achievement Profile methodology. This methodology will be applied to Arizona public schools, including charter schools, in order to determine school classifications by October 15, 2003 as required in A.R.S. §15-241 (Arizona LEARNS).

The purpose of this document is to inform the Board of all necessary decisions required to adopt the modifications made to the Achievement Profile. This document includes a summary of the action items before the Board necessary to implement the Achievement Profiles.

As mandated by A.R.S. §15-241, the Achievement Profile was developed according to a research-based methodology by the Arizona Department of Education (ADE) and members of the education community. All modifications to the Achievement Profile follow this principle. Upon adoption by the Board, the ADE will produce a technical report detailing the Achievement Profile methodology, including specific formulas and supporting documentation.

**I.      Calculation of Growth Point Groupings for high school math**

The Arizona Department of Education recommends to the State Board of Education that based on their determination for the high school mathematics baseline, utilizing 2001 data only, that the department utilizes the appropriate methodology for calculating the Growth Point Groupings for high school mathematics. The calculation for high school mathematics Growth Point Groupings will result in the use of a three-year rolling average.

Growth Points are calculated for high school mathematics by adding the following figures:

- a. The difference between the average percentage of students in the Falls Far Below (FFB) performance level on AIMS averaged over the 2001, 2002 and 2003 academic years and the percentage of students in the FFB performance level on the 2001 AIMS.
- b. The difference between the average percentage of students in the Meets or Exceeds (M/E) performance levels on AIMS averaged over the 2001, 2002 and 2003 academic years and the percentage of students in the M/E performance levels on the 2001 AIMS.

**BOARD ACTION:**

- 1.1. The Arizona Department of Education recommends that the Board adopt the Growth Point calculation for high school mathematics as described above.

## II. Baseline Grouping Cut point (6-1) Methodology

The Arizona Department of Education presents to the State Board of Education the methodology for setting new cut points for the Baseline Groupings, which were established by the Board. The Arizona Department of Education after consultation with the Accountability Workgroup has determined the most appropriate methodology to establish the necessary 6-1 cut point values. The following methodology will be used to calculate Baseline Groupings for all subjects and grades:

- a. The Arizona Department of Education will calculate the Baseline value for each school (traditional and charter) by subject and grade.
- b. The state average and standard deviation will be determined based on the Baseline values.
- c. The cut points for each subject/grade will be set using the  $\frac{1}{2}$  and 1 standard deviation as benchmarks.
- d. Attachment One (1) represents the Baseline Grouping separation points calculated using the Standard Deviation Methodology described above.
- e. Attachment Two (2) represents the number of schools in each Baseline Group; this impact data is based on the new calculation of baseline year and the standard deviation methodology.
- f. Attachment Three (3) represents a comparison between the number of schools in each Baseline Group utilizing the new methodology and the number of schools in each Baseline Group for the 2003 Achievement Profiles.

### **BOARD ACTION:**

- 2.1. The Arizona Department of Education recommends that the Board adopt the Baseline Grouping methodology as described above.
- 2.2. The Arizona Department of Education recommends that the Board adopt the Baseline Grouping separation points in Attachment One.

## III. Adequate Yearly Progress (AYP) Additional Indicators

The Arizona Department of Education recommends to the State Board of Education that the threshold and gain expectations required by the No Child Left Behind Act (NCLB) should be consistent with existing expectations set forth by the Arizona Department of Education's School Finance division as well as the U.S. Department of Education's Office of Elementary and Secondary Education. Under NCLB, schools are required to either met the threshold set for these additional indicators *or* meet the expected gain set for these additional indicators.

- a. The threshold for the elementary AYP indicator, attendance, should be consistent with School Finance expectations for attendance rate set by A.R.S. § 15-902 A-B. Therefore, the Arizona Department of Education recommends that the threshold be set at 94%.
- b. The U.S. Department of Education requires Arizona to use a four (4) year graduation rate for all No Child Left Behind calculations. Therefore, the threshold for the high school AYP indicator, graduation rate, will be set at the four (4) year state average graduation rate. The Arizona Department of Education recommends that the threshold rate be set at 71%, which represents the State average graduation rate for 2001.
- c. The Arizona Department of Education recommends that the expected rate of gain for both the elementary and secondary Adequate Yearly Progress (AYP) indicators be set at a 1% increase annually.

#### **BOARD ACTION:**

- 3.A. The Arizona Department of Education recommends that the Board adopt the Adequate Yearly Progress (AYP) additional indicator threshold rate for the elementary schools as described above.
- 3.B. The Arizona Department of Education recommends that the Board adopt the Adequate Yearly Progress (AYP) additional indicator threshold rate for high schools as described above.
- 3.C. The Arizona Department of Education recommends that the Board adopt the Adequate Yearly Progress (AYP) additional indicator expected rate of gain for elementary schools and high schools as described above.

#### **IV. Inclusion of special needs students into the accountability system for AYP purposes**

The No Child Left Behind Act (NCLB) dictates that all students must be assessed against state standards. A workgroup of special educators, assessment coordinators and ADE staff have been working since November to develop a set of recommendations for best practices in assessing students with disabilities. This list of recommendations is presented below for your consideration and appropriate action. The list of recommendations refers to AIMS administration only. The Arizona Department of Education and the workgroup recommended to the Board that the administration of the Stanford Nine (SAT 9) remain intact.

Upon adoption by the Board, the ADE will produce a technical report detailing the testing methodology for student with disabilities, including specific examples and supporting documentation.

- a. The Arizona Department of Education recommends to the State Board of Education that it broaden acceptable accommodations to include standard and non-standard accommodations. Standard accommodations are changes in the routine conditions under which students take AIMS, and do not substantially change the instructional level, the content or the performance criteria. Non-standard accommodations reflect changes in the test administration or in the way a student responds to test questions. As such, non-standard accommodations may involve substantial changes in what a student is expected to learn and to demonstrate, possibly altering what the test measures.
- b. The Arizona Department of Education recommends to the State Board of Education that students who have an IEP may be considered for standard and non-standard accommodations as well as alternate assessment. Students with a 504 plan may only be considered for standard accommodations. Given that non-standard accommodations involve substantial changes in what a student is expected to learn and to demonstrate, students considered for this accommodation must receive at least part of their instruction in special education and must have an IEP.
- c. The Arizona Department of Education recommends to the State Board of Education that AIMS results taken with standard and non-standard accommodations be included in the results with students who took these tests under standard conditions, at the school, district and state level.

For reporting purposes the Arizona Department of Education will maintain a record of the number of students in each school and district taking AIMS tests with non-standard accommodations. Given that test scores with non-standard accommodations cannot be interpreted in the same way, guidance for appropriate interpretations will be included in the technical report.

**BOARD ACTION:**

- 3.A. The Arizona Department of Education recommends that the Board adopt the use of standard and non-standard accommodations as described above.
- 3.B. The Arizona Department of Education recommends that the Board adopt the use of regulations regarding the use of standard and non-standard accommodations as described above.
- 3.C. The Arizona Department of Education recommends that the Board adopt the reporting of test data for standard and non-standard accommodations as described above.